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The University of Oklahoma, Ed.D., 1966
Education, general

University Microfilms, Inc., Ann Arbor, Michigan

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1966

THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE STATUS OF THE STUDENT PERSONNEL SERVICES IN THE SEVEN STATE AND FIVE MUNICIPAL JUNIOR COLLEGES OF OKLAHOMA

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

BY

LEE THOMAS KARNS

Norman, Oklahoma

1966

THE STATUS OF THE STUDENT PERSONNEL SERVICES IN THE SEVEN STATE AND FIVE MUNICIPAL JUNIOR COLLEGES OF OKLAHOMA

APPROVED BY

DISSERTATION COMMITTEE

ACKNOWLEDGMENTS

The writer would like to take this opportunity to express his appreciation to the many individuals who rendered assistance in this undertaking. In particular my gratitude to Dr. F. F. Gaither as Major Professor and Committee Chairman for his patient and helpful guidance in the preparation of this report. Also to the other members of the committee: Dr. Omer J. Rupiper, Dr. Lloyd P. Williams, and Dr. Herbert R. Hengst.

In addition, a vote of thanks to the dedicated student personnel directors at the junior colleges of Oklahoma for giving so generously of their time in the interviews. And to my wife, Cleita, to whom this effort is dedicated for her steadfast encouragement and moral support.

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THE STATUS OF THE STUDENT PERSONNEL SERVICES IN THE SEVEN STATE AND FIVE MUNICIPAL JUNIOR COLLEGES OF OKLAHOMA

CHAPTER I

INTRODUCTION

Background and Purpose

Higher education is presently faced with many problems as a result of the rapid increases in enrollment. There is greater pressure now than at any time in the history of higher learning to educate not only greater numbers, but to provide the technical training necessary to fill the demands of industry. The great influx of veterans into colleges and universities swelled the fall 1949 enrollment to 2,659,021 students, greatest ever to that date.[1] However, this figure was exceeded by almost a million when 3,402,297 students met the opening classes in the fall of 1959.[2] A conservative estimate of enrollments by 1970

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[1]Harry G. Badger, "Higher Education Statistics: 1870 to 1952," Journal of Higher Education, Vol. XI No. 12 (Sept., 1954).

[2]Hazel C. Poole and Leah W. Ramsey, "Opening (Fall) Enrollment in Higher Education, 1959: Institutional Data," U.S. Office of Education Circular No. 606 (Nov., 1959).

would place 5 million students in our college classrooms. This figure, which was achieved in 1964[3], assumes no increase in the present proportion of 18-21 year-olds now enrolling. If the present trend of increase in this age group continues the estimate will exceed 7 million students in higher education by 1970.[4]

The obvious solution lies in the enlargement of our higher education structure. Such a solution demands additional tax support from society, or increased contributions from private sources. The present load on the taxpayer for such things as war debts, cold wars, support of the aged, and education (at present levels) may prevent additional burdens. At this point there appears to be two alternatives: (1) the refusal of the public to allow the expansion of higher education which would result in selective admission policies, and (2) to meet the demand in the most economical manner possible. The democratic philosophy of equalization of educational opportunity necessitates our choosing the second of the two alternatives. We must enlarge.

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[3]John K. Folger, "Student Pressures on Colleges and Universities", Current Issues in Higher Education, Proceedings of the Twentieth Annual National Conference on Higher Education, (Washington, D.C.: Association for Higher Education, 1964) p. 84.

[4]Ronald B. Thompson, "College Age Population Trends, 1940-1970", College and University, Vol. XXIX (Jan., 1954) p. 214-24.

Considering the present system of four-year institutions this would mean the enlargement of some, the establishment of branches, and the construction of new colleges and universities. This would most certainly help the situation, particularly for the group of students who require a four-year program of training. But it must be recognized that the increase in student population is not made up entirely of those aspiring to the bachelor's degree. An increase in four-year facilities would not satisfy all segments of the demand for post-high-school educational opportunity.

There are many programs of training which require only one or two years beyond high school. Programs of this type are best provided by separate institutions where the staff and facilities are geared for, and directed to, the needs of the student with specific interests and goals within the limits of the two year program. The original system of junior colleges seemed to be ideally suited to this function. As Snyder observed, education makes provision for the slow-learner and the academically talented in our system of elementary and secondary schools. At the post-high-school level there are trade and technical schools and the research-oriented universities. But at both the public school and the higher education levels, the "average" student is left to shift for himself. "Junior college is the first publically organized attempt to meet the needs of

the non-academically minded high school graduate . . . ."[5] The expansion of the junior college system would not reduce the number of graduates from the four year schools since it does not intend to serve the same purposes. Quite the contrary; through a cooperative transfer program the number of recipients of the bachelor's degree could conceivably increase beyond what it might have been without the initial junior college contact.

The process of establishing purposes at a junior college is similar to the process of determining purposes in other agencies of society. The objectives are dependent upon the characteristics of the community and the needs of the individuals using the agency. There are two broad junior college purposes dictated by the combined needs of society and the high school graduate. One is to prepare the individual for effective social living as a person, a citizen, and a family member. The second is to prepare the students for a vocation which will allow them to make optimum personal gain and contribution to society. A community-centered junior college can add to these the provision for part-time adult education and community service. The junior college can contribute to the cultural level of a local community through its fine arts program and other special events. A junior college study committee

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[5]William H. Snyder, "The Real Function of the Junior College," Junior College Journal, Vol. I (Nov., 1930) p. 76.

has identified four major purposes of the junior college: (a) preparation for advanced study, (b) vocational education, (c) general education, and (d) community service.[6]

The internal function of the junior college can be traced to the demands of two types of students or more properly, students with ultimate goals of two types. The so-called "terminal" student is the individual who will terminate his formal education or training when he leaves the junior college. Within this group there are two separate classes: (1) the vocational student being trained for immediate employment, and (2) the student who indicates a planned transfer to an upper division college or university but does not transfer. This second body of students, because of their limited vocational exposure in preparation for degree and university requirement, presents a special and persistent guidance problem. The junior college is also called upon to serve the second type of student, the "transfer". Historically the transfer function was the first recognized purpose of the junior college.[7] To some, this particular function has been over-emphasized to the point that many junior colleges have become branches of the

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[6]Nelson B. Henry, ed., The Public Junior College, National Society for the Study of Education Yearbook 55th Edition, Part I (Chicago: University of Chicago Press, 1956) p. 69.

[7]Ralph R. Fields, The Community College Movement, (New York: McGraw-Hill, 1962) p. 48.

university system. However, figures fail to support this criticism. A report by the yearbook committee of the National Society for the Study of Education reveals that only one-third of entering junior college students go on to higher education.[8] A recent statement by the Executive Secretary of the American Association of Junior Colleges further emphasizes the terminal function of the junior college. ". . . it is interesting to note that in public two-year institution there was, this year . . . (1965). . ., a gain of 37.9 per cent over 1963 in the number of students taking occupational programs."[9]

The junior college, by design and purpose, is in the position to perform some unique functions in American higher education. Two such functions would be:

(1) to provide low-cost, post-high school education in close proximity to the student's home;

(2) to provide guidance and counseling to assist in the complex decision-making process.

The junior college and the junior-college faculty would appear to be well suited for this second function because they are not distracted by research or productive scholarship to as great an extent as their counterpart in

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[8]Henry, ed., op. cit., p. 71.

[9]Edmund J. Gleazer, Jr., Junior College Journal, Vol. XXXV, no. 5 (American Association of Junior Colleges, Feb., 1965) p. 5.

the four-year institutions. The results of a survey by Crawford and Reiten show the guidance function listed as one of the purposes of the junior college by almost every two-year institution in the country. Their report lists the following purposes: (1) Preparation of transfer students, (2) General education, (3) Vocational and technical training, (4) Guidance and counseling service, and (5) Community service.[10] Assisting the individual with decisions and the learning of the decision-making process becomes more than a service provided by the junior college, it becomes one of the purposes of the institution. The problems of providing such assistance become even more complex when we consider the unique role of the junior college in our society. As Medsker indicated in his report on the American junior college:

> No unit of American higher education is expected to serve such a diversity of purposes, to provide such a variety of educational instruments, or to distribute students among so many types of educational programs as the junior college.[11]

Another factor which increases the importance of the student personnel services in the junior college is the lack of restrictive admission policies. Students, unrestricted by rigorous admission requirements, will enter with unrealistic

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[10]William H. Crawford and Henry M. Reitan, "The Junior College Challenge of the Sixties," Junior College Journal, Vol. XXXI, (Dec., 1960) p. 183.

[11]Leland L. Medsker, The Junior College: Progress and Prospect, (New York: McGraw-Hill, 1960) p. 4.

academic and vocational goals. Guidance services are very much needed at the time the student becomes aware of the inappropriateness of his plans. At this stage, available and effective guidance can spell the difference between an unhappy withdrawal and well-directed replanning.

The preceding background material points up two facts: (1) the next decade will see a marked increase in junior college enrollment, and (2) student personnel work is a vital service to, and an integral part of, the proper functioning of the junior college. Kauffman[12] refers to this when he discusses the rapid expansion of the junior college system and the influence of technology on the growing proportion of vocations and occupations which require professional school training. Higher education must be viewed as a continuum with the student able to enter at more than one point on that continuum. With this increase in entrance opportunity comes the need for increased information, advice, and counsel concerning an ever-expanding field of opportunities.

Because of the anticipated increase in junior college enrollment and the importance of student personnel work at the junior college level, this study was undertaken. Its purpose was to provide information to assist in the improvement of the student personnel services in the public junior

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[12]Joseph F. Kauffman, "Student Personnel Services in Higher Education," The Educational Record, (Washington D.C.: American Council on Education, 1964) p. 355.

colleges of Oklahoma. The proper and efficient functioning of any service requires continual analysis of its operation. Such analysis should then dictate changes in an effort to improve the service. The importance of such a study is emphasized by the possible contributions to junior college personnel work growing out of the results of the investigation. The present study was designed to make the following contributions:

1. The study presents an "Ideal" program of personnel services as the result of the synthesis of the thinking of both the theorists and practitioners in the field of student personnel work.
2. It reveals the limits of the services now provided in the personnel programs in the junior colleges included in the study.
3. The study should serve as a guide in developing training programs for student personnel workers at the junior college level.
4. It points the way to more complete programs of personnel services for the public junior colleges of Oklahoma.

Statement of the Problem

The problem of this study was to determine what services were part of the Student Personnel Programs in the public junior colleges of Oklahoma and the extent to which each service was present.

Delimitations of the Study

The study was limited to the following public junior colleges in the State of Oklahoma:

State Supported Junior Colleges

Cameron State Agricultural College	Lawton
Connors State Agricultural College	Warner
Eastern Oklahoma Agricultural and Mechanical College	Wilburton
Murray State Agricultural College	Tishomingo
Northern Oklahoma Junior College	Tonkawa
Oklahoma Military Academy	Claremore

Municipal Colleges

Altus Junior College	Altus
El Reno Junior College	El Reno
Poteau Junior College	Poteau
Sayre Junior College	Sayre
Seminole Junior College	Seminole

The investigation determined whether certain student personnel services were present as part of the program in each institution, and the apparent extent to which each service was present. In this regard the study was designed to be descriptive in that it attempted to relate the student personnel services in the junior colleges of Oklahoma as they were found to be operating during the Fall semester of 1965. In addition, the study became a partial evaluation as each program of student personnel services was compared with the Criterion Program.

Definition of Terms

1. "Service" refers to any aspect of the total college program designed to assist students in their adaption to college and society.

2. "Junior College" as used in this study refers to institutions of higher education which are organized and administered principally to provide a two-year program which is acceptable for full credit toward a bachelor's degree.

3. "Ideal" or "Criterion" program refers to a model program of services developed from the professional literature related to student personnel practices at the junior college level.

4. "Complete" program of personnel services refers to the adequacy of the total program. A complete program was judged to be a program in which each of the services suggested in the criterion program was present to an "acceptable" level.

5. "Incomplete" program of personnel services was any program which did not meet the requirements listed above for a complete program.

Terms used on the Interview Check-List

1. "Present; no - yes" is the service available in any form to the students of the institution?

2. "Extent" is used to establish the adequacy of the services as seen by the respondent.

Possible responses to "Extent":

N - no service

C - under consideration at present, to be added when possible

U - present, but unsatisfactory, not able to meet demands, has recognized limitations.

A - present, acceptable, meeting present demands, could be improved.

S - present, satisfactory, meeting present and anticipated demands, no improvement required.

3. "Value" assignment of numerical worth to the responses as to the extent of each service as follows:

Service not present	Service present
	U = 3
N = 1	
	A = 4
C = 2	
	S = 5

4. "Wt" or weight assignment of weighting factors to each service as outlined in Chapter II. Weights vary from 1 to 4.

5. "Score" for each service is the product of the weight factor for that service multiplied by the rating value. Total score for the program is the summation of the individual service scores.

6. "Administrative Control" refers to the degree to which the director of the student personnel services is responsible for each of the services. The responsibility is designated as follows:

D - direct administrative control and responsibility.

A - cooperative-advisory responsibility with another authority in the college.

N - no responsibility or not applicable.

Procedure

The solution to the problem was developed in the following sequence:

1. Determination of the criterion program from current professional literature pertinent to junior college student personnel work.

2. Collection and analysis of data about the existing programs of personnel services in the junior colleges included in the study.

3. The comparison of the program of each institution with the criterion program.

4. The comparison of the general program of services offered in the public junior colleges of Oklahoma, as a group, with the criterion.

5. The comparison of the program of services offered in the state supported institutions, as a group, with that of the municipal institutions.

The criterion program was determined by maintaining a frequency table of the mention of particular personnel services, in the literature, as a recommended part of the

junior college personnel program. Each service mentioned by the authors surveyed was included in the Criterion Program, whether the service was mentioned by only one author or by all the authors.

The data concerning the existing programs was gathered by means of personal interview. In a discussion of survey research, Kerlinger makes the statement that: ". . . the personal interview far overshadows the others as perhaps the most powerful and useful tool of social scientific survey research."[13] The interview was conducted with the person in each institution responsible for the direction of the program of student personnel services. In an attempt to insure as much consistency as possible in each of the interviews in the twelve institutions included in the study, the interviews were structured by means of an interview outline or Check-List. The use of such an instrument enabled the interviewer to present the services in the same order, and to negate the possibility of omitting any of the services.

The existence of each of the services was first determined by means of the "present; no - yes" response. Following this an estimate of the extent of the service was made by the respondent in keeping with the five (5) point rating scale which had been discussed in the early

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[13]Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, 1964) p. 395.

part of the interview. The value of each division of the scale was defined in this manner:

Service not present, not contemplated,	Value of 1
Service not present, under consideration,	Value of 2
Present, unsatisfactory, not able to meet demands,	Value of 3
Present, acceptable, meeting present demands, could be improved,	Value of 4
Present, entirely satisfactory, no improvement required,	Value of 5

Services rated as 1, 2, or 3 were considered to be below the minimum required for a complete program. Those rated 4 or 5 were considered adequate for a complete program.

A second, or follow-up interview was conducted with each respondent. This second interview was held three or four weeks after the initial interview, and provided a measure of reliability of the data. The variation in the time interval was due to scheduling difficulties and had no apparent effect on the results. The second interview was structured, as nearly as possible, identical to the first interview. The same Check-List was used, and the responses recorded in the same manner. A report of the reliability coefficient relevant to the data, as computed from the two interviews, is presented in Chapter III.

Each of the services set forth in the Criterion Program was considered important to the adequacy or completeness of the student personnel offerings at the junior college

level. However, some of the services were in the nature of special auxiliary functions while others were considered to be essential to the basic operation of student personnel work. To make allowance for the assumption of the relative importance of the various services, a system of weighting was employed. The weight factors used were 1, 2, 3, and 4 similar to the method employed by Wrenn and Kamm[14] in their instrument for the evaluation of student personnel work in higher education. The distribution of the weights was made in accordance with the relative rank of the services as determined by the frequency count mentioned earlier in the procedure for the establishment of the Criterion Program. The weights were assigned as follows:

Services mentioned by more than 90% of the authors,	Weight of 4
Services mentioned by more than 75% but less than 90%,	Weight of 3
Services mentioned by more than 50% but less than 75%,	Weight of 2
Services mentioned by less than 50% of the authors,	Weight of 1

The weight factor for each service, multiplied by the rating value for that service produced a score for each service at each institution. For example, the counseling service has a weight factor of 4 since it was mentioned by

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[14] C. Gilbert Wrenn, Student Personnel Work in College, (New York: The Ronald Press Company, 1951) p. 541-58.

more than 90 per cent of the authors surveyed. Suppose that at a given institution the counseling service was judged to be acceptable, that is it meets present needs but could be improved. The rating value for "acceptable" is 4. The weight factor 4, multiplied by the rating value 4, yeilds a score of 16 for the counseling service at that institution. Assume then that an another institution the counseling service was judged to be unsatisfactory, not able to meet the demands placed upon the service. The weight factor 4, multiplied by the rating value for "unsatisfactory" 3, would produce a score of 12 for the counseling service at the second institution. The total of these scores at each institution was used as the score of completeness of the total program of services at each of the junior colleges. This total raw score was used to compute the per cent of completeness for the total group of twelve junior colleges, and for each subgroup.

The scores of individual services and total institutional scores are reported in a series of tables and charts to indicate the extent of the student personnel services in the public junior colleges in the State of Oklahoma, as a group, as well as the program of each institution. In addition there is a narrative account of the program at each of the colleges included in the study. The study concludes with a statement of recommendations concerning program changes in the institutions aimed at improving the scope and extent of the program of student personnel services

and thereby provide better educational opportunities to the junior college students of Oklahoma.

CHAPTER II

REVIEW OF RESEARCH AND LITERATURE

Review of Research

When the junior college movement had its beginning around the turn of the century, the public was little concerned with how those struggling institutions used their meager incomes. When the enrollments and faculty size were generally small, the curricular offerings limited, educational costs much less than today's level, and the difficulties of administrative organization relatively simple, the problems were solved by a process of simple observation and application of common sense. But this system will no longer operate. Higher education has become an enterprise of sizable proportions. The sixties have seen more than five million students in our classrooms. Add to this the employment of hundreds of thousands of highly trained personnel and the expenditure of billions and it can be seen that post-high-school education has reached proportions of considerable magnitude.

Because of the growth of higher education, and the continual addition of more resources, the public, boards of

control, and legislators have focused their concern for efficiency upon the colleges and universities to insure maximum gain for each dollar spent. However, there is one fact which these groups, and all others concerned with higher education, must keep in mind. The fact is that regardless of the size of the institution, colleges and universities exist principally to perform a public service. In this regard they differ from commercial institutions that find their motives in profit. For this reason higher education must develop a system of evaluation in terms of educational purposes and not the same business-management efficiency concept which rules the profit oriented institutions. This is not to say that such considerations absolve higher education from operating as efficiently as possible. Quite the contrary. Because of the almost unlimited purposes and the limits of their resources, higher education must learn to operate at the peak of efficiency. However, educational considerations and public service must be kept uppermost in establishing evaluative procedures for collegiate institutions.

One of the traditional procedures for self evaluation with the purpose of improving the efficiency of an operation has been institutional research. Since the purpose of the present study was to assist in the improvement of student personnel services in selected junior

colleges, the starting point must be the work of a similar nature which has preceded this investigation.

A search of the published research work related to junior colleges revealed that the volume of such work eminating from or about the junior college was proportionately small. A study of midwest junior colleges and community colleges revealed very little research being done in those institutions.[1] An investigation by Johnson indicated that in eighteen issues of the "Report on Current Institutional Research" issued by the Office of Statistical Information and Research of the American Council on Education between May, 1958 and January, 1961, only one of the thirty-four colleges reporting research projects was a junior college.[2] In his study Johnson found that 68 per cent of the investigations dealt with students, curriculum, and enrollment in that order of magnitude. By far the largest proportion of studies in any category were those relating to students and student characteristics, this group accounting for 35 per cent.[3] Other recent reviews of junior

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[1]Sub-Committee on Junior College Problems, Commission on Research and Service, North Central Association of Colleges and Secondary Schools, (unpublished report), February, 1960.

[2]B. L. Johnson, "Institutional Research in the Junior Colleges of Western States", Institutional Research Studies in Junior Colleges, Report no. 3, Junior College Leadership Program, School of Education, University of California Los Angeles, (June, 1962) p. 20-20.

[3]Johnson, ibid., p. 28.

college research[4] point to the same lack of self study by the two-year institutions.

The scarcity of general research in junior colleges precludes the shortage of research in any given area. As already pointed out, over two-thirds of the earlier research was concentrated in the areas of student characteristics, curriculum, and head-counting. Very little research was found in the area of student personnel work. Medsker observed, in his study of 225 junior colleges, that very few of them conducted any self-study research and made only limited efforts to evaluate the student personnel program.[5] Klitzke pointed out that of the total junior college staff, the student personnel workers were perhaps the best trained to conduct institutional research, but that very few did so, and then very often not within their own area of operation.[6] In a review of studies on student

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[4]W. H. Stickler, "The Expanding Role of Institutional Research in American Junior Colleges", The Junior College Journal, Vol. XXXI (May, 1961) p. 542.

H. T. Sprague, Institutional Research in the West, (Boulder, Colorado: Western Interstate Commission for Higher Education, 1959).

Research in School and College Personnel Services, (Summaries of unpublished studies September, 1956 - September, 1958) U.S. Department of Health, Education and Welfare, Office of Education, Bulletin No. 10, 1960.

[5]Medsker, op. cit., p. 164.

[6]L. L. Klitzke, "Needed Research in Junior College Student Personnel Services", The Junior College Journal, Vol. XXX, (April, 1960) p. 452.

personnel services up to 1960, Feder and Sillers pointed to the small volume of research in the area and to the specific need for studies of the total program operation.[7] Another review of student personnel research by Rothney and Farwell suggested that adequate criteria for studying the personnel function seemed to be the greatest need.[8] After reviewing the research relevant to junior college personnel services since 1960, Jones and Smith reported a scarcity of studies, and no studies were found which looked at student personnel programs as a whole.[9]

Other studies in the field of junior college personnel work have been aimed at determining present conditions in various sections of the country. In each case the determination was made without a criterion established beforehand. For example, in a survey of junior colleges in the southwest, Jenkins reported an "Ideal" program as revealed by the responses to a questionnaire sent to the administrative head of selected junior colleges.[10] Floyd suggested certain

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[7]D. D. Feder and D. J. Sillers, "Nonistructional Services", Review of Educational Research, Vol. XXX, (Oct., 1960) p. 365-66.

[8]John W. M. Rothney and Gail F. Farwell, "The Evaluation of Guidance and Personnel Services", Review of Educational Research, Vol. XXX, (April, 1960) p. 168.

[9]Esther Lloyd-Jones and Margaret Ruth Smith, "Higher Education Programs", Review of Educational Research, Vol. XXXIII, (April, 1963) p. 163-69.

[10]Harry E. Jenkins, "The Organization and Administration of Student Personnel Services in Public Junior Colleges," (Unpublished dissertation) University of Texas, 1942.

personnel services after identifying student needs and problems.[11] Faul reported the problems of organizing a student personnel service in a newly established community college.[12] A study of student personnel work as perceived by the chief administrator of the junior college was conducted by Nelson.[13] A Normative Survey of student personnel practices was conducted by Sowell[14] with a report of practices related to the size of the institution. One of the most recent studies in the area of junior college student personnel work was undertaken by the American Association of Junior Colleges. The investigation was a nation-wide survey of personnel services in 150 selected institutions. As of the date of this writing the study was still in progress and reports were not available.[15]

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[11]Thomas D. Floyd, Jr., "A Study of the Scope and Administration of the Student Personnel Services in Selected Junior Colleges", (Unpublished dissertation), University of Tennessee, 1954.

[12]George J. Faul, "Organization of Student Personnel Services in a Community College", (Unpublished dissertation) Stanford University, 1954.

[13]LaVerne W. Nelson, "A Survey of Student Personnel Practices in the Junior Colleges of the North Central Association of Colleges and Secondary Schools", (Unpublished dissertation), University of Wyoming, 1958.

[14]Cornelia Klipstein F. Sowell, "Counseling and Guidance Programs in the Junior Colleges of the United States", (Unpublished dissertation), Texas Technical College, 1960.

[15]"Appraisal and Development of Junior College Student Personnel Programs", Proceedings of a Research Development Conference, University of Chicago, April, 1964.

The review of related research failed to reveal a study which dealt directly with the determination of the extent of the total program of student personnel services or with the completeness of the program. No study was found which included a total state system of junior colleges such as outlined in this study. The nature and scope of the research thus reviewed reiterated the need for a study such as the present investigation.

Establishment of the Criterion

The first step in the solution of the problem was to determine the Criterion Program. The Criterion emerged as the result of a synthesis of the statements concerning junior college personnel services contained in the basal text materials pertinent to the subject. The basal textbooks used in this survey were those normally used in college courses in student personnel work and not the applied research material used in the "Review of Research" presented in the opening section of this chapter. As the survey progressed a frequency table was maintained in response to the mention or the listing of personnel services which have been, or should be, a part of the program of a junior college. The authors and the publications used in this survey together with a detailed frequency chart can be found in Appendix A. The frequency chart was used to rank the services in the order of times mentioned. The student personnel services

used in the Criterion Program were: Counseling, Orientation, Placement, Organizing Extracurricular Activities, Admissions, Health, Financial Aids, Records, Housing, Testing, Foods, Occupational Information, Supervising Student Conduct, Follow-up, Research, Evaluation, Religious Activities, Remedial, Coordinating Student Personnel Services, Public Information, Group Guidance, Foreign Students Advisement, and Veterans Advisement. These services are listed in Table 1 on page 27. They are ranked in order by per cent of authors mentioning each service, from the highest per cent to the lowest. For convenience of listing in tables and figures some of the titles of the student personnel services have been shortened. Hereafter, seven of the student personnel services will be referred to by the following abbreviated titles:

Organizing Extracurricular Activities	- Activities
Occupational Information	- Occupations
Supervising Student Conduct	- Conduct
Religious Activities	- Religion
Coordinating Student Personnel Services	- Coordination
Foreign Student Advisement	- Foreign St.
Veterans Advisement	- Veterans

To check the validity of the criterion program a second review was conducted. This additional review made use of recent research studies, journal articles, and reports concerning personnel services in operating programs at the junior college level. The references cited and a frequency

TABLE 1

THE STUDENT PERSONNEL SERVICES BY RANK BASED ON FREQUENCY AND PERCENTAGE OF OCCURRENCE IN THE NINETEEN BASAL REFERENCES AND THE ACCOMPANYING ASSIGNMENTS OF WEIGHT FACTORS

Rank	Service	Frequency	Per Cent	Weight
1.	Counseling	19	100	4
2.	Orientation	18	95	4
3.	Placement	18	95	4
4.	Activities	16	85	3
5.	Admissions	15	79	3
6.	Health	15	79	3
7.	Financial Aids	15	79	3
8.	Records	14	74	2
9.	Housing	14	74	2
10.	Testing	11	58	2
11.	Food	9	47	1
12.	Occupations	8	42	1
13.	Conduct	8	42	1
14.	Follow-up	7	37	1
15.	Research	6	32	1
16.	Evaluation	6	32	1
17.	Religion	6	32	1
18.	Remedial	5	26	1
19.	Coordination	4	21	1
20.	Public Information	3	16	1
21.	Group Guidance	3	16	1
22.	Foreign Students	3	16	1
23.	Veterans	3	16	1
	Total Weight Factor			43

chart of the services mentioned are included in Appendix A. Using Spearman's rank-order correlation method as described by Guilford[16] the two lists, one from the basal text material and the other from recent studies, were found to have a correlation coefficient of 0.88 which was significant at the .01 level.[17] This would suggest that the criterion program formulated from the basal text material reflects accurately the services prevalent in the junior colleges today.

Each service included in the Criterion Program plays its part in the total concern of the junior college for the students and their adaption to college life. The omission of some of the services would have a more detrimental effect on the total program than the loss of other services. The desire to incorporate the relative necessity of the services into the scoring procedure prompted the use of a system of weights. The various services were assigned weight factors in relation to their relative importance as indicated by the frequency tabulations from the review of the literature. Guilford suggests that this method of assigning weight factors by correlating them with some other criterion surpasses the use of subjective judgement.[18] The procedure for assigning

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[16] J. P. Guilford, Fundamental Statistics in Psychology and Education, (New York: McGraw-Hill, 1956, 1965) p. 305-7.

[17] Ibid., Table L, p. 593.

[18] J. P. Guilford, Psychometric Methods, (New York: McGraw-Hill, 1954) p. 274.

the weights of 1 to 4 was outlined in an earlier section of this report. The resulting assignments are shown in Table 1.

The use of a rating scale was introduced into the personal interviews to insure consistency of reporting the responses and to obtain the highest level of objectivity possible. In a discussion of the use of rating scales Guilford states that the use of such devices rests on the assumption that the observer is capable of some degree of precision and objectivity.[19] The estimate of the extent of each service, as indicated by the respondent, was recorded on a five-point scale. The limits of each category and the point value alloted to each response was in keeping with the definitions set down in the section of this report dealing with operational definitions. The range of possible points was from 1 for no service and the service not under consideration to 5 for a service present in the program and meeting all current and anticipated needs. When referring to the use of a check-list, Helmstadler indicates that a check-list has the advantage of standardizing the judgements by the rater in addition to maintaining consistent limits. He further states that if sufficient care is taken, rating scales can be used to obtain highly satisfactory quantitative

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[19] Ibid., p. 278.

descriptions of many functions which cannot be studied by other measuring devices.[20]

The weight factors of 1, 2, 3, and 4, distributed over the twenty-three services included in the criterion program, combine for a total weight factor of 43. This total multiplied by the extremes of the rating scale, 1 and 5, presents a possible total institutional weighted score ranging from 43 to 215. By an earlier definition a "Complete" program was one in which each of the services was rated "acceptable" or better. "Acceptable" has a rating value of 4. This value, 4, multiplied by the total weight factor, 43, places the minimum score for a "Complete" program at 172. This means that total program scores between 43 and 171 were considered "Incomplete" and those between 172 and 215 were considered "Complete" programs.

An example of the Interview Check-List used in this study will be found in Appendix B. The Check-List includes:

1. The list of the services from the Criterion Program.
2. The five-point rating scale for each service.
3. The weight factor for each service.
4. A space to record the score for each service.
5. A space to record the degree of administrative control, as reported by the respondent, for each service.

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[20] G. C. Helmstadler, Principles of Psychological Measurement, (New York: Appleton-Century-Crofts, 1964) pp. 186, 199.

6. A blank to report the total program score for the institution.

In addition to the Interview Check-List, a general information blank was used to gather specific information regarding enrollment, staff, budget, administrative responsibility for the student personnel services, and facilities at each institution. This blank is included in Appendix B. The rating-scale portion of the Interview Check-Lists used in the personal interviews conducted during the investigation are contained in Appendix C of the report.

CHAPTER III

PRESENTATION OF THE DATA

Introduction

The data presented in this chapter were gathered to provide information concerning the student personnel services in the public junior colleges of Oklahoma. The purpose of this information was to assist these institutions in providing the best possible program of personnel services to their students. Any project undertaken to improve should first establish present conditions. The following presentation was an effort to describe, as objectively as possible, the presence and extent of the student personnel services in the institutions covered by the survey during the Fall semester 1965. These data were the result of the initial interviews at the various colleges. The follow-up interviews were used to establish the reliability of the data. When Kendall's "Tau" for rank-order correlation was converted, as outlined by Ferguson,[1] a z score of 4.25 was obtained. This score indicated a high level of agreement between the two

[1]George A. Ferguson, Statistical Analysis in Psychology and Education, (New York: McGraw-Hill, 1966), p. 221-23.

rankings of the institutions with respect to total weighted program scores as a result of the two separate interviews. The level of significance was greater than .001.

The data was organized in the following order:

(1) A description of the staff, facilities, and program at each institution including a figure illustrating the extent of each service. The institutions were presented in order of the magnitude of total weighted program scores with the state supported colleges preceding the municipal colleges. The state supported junior colleges were designated as: "A", "B", "C", "D", "E", "F", and "G". The municipal colleges were reported as 1, 2, 3, 4, and 5. The same order was followed in all presentations in the report.

(2) The second section relates an overview of the total student personnel services present in the state system of public junior colleges.

(3) A comparison of the services offered in the state supported institutions with those of the municipal colleges. The Criterion services of housing and foods were not applicable to the municipal colleges. The total scores, the per cent of completeness, and other reportings of the municipal colleges do not reflect a penalty for the lack of these services. The scores for these institutions were computed on a "Complete" program which does not include the student personnel services of housing and foods. The minimum "Complete" weighted program score used for the

municipal colleges was 160 as compared with the minimum score for the state supported colleges of 172.

(4) The final section describes the administrative responsibility of the student personnel department for each of the services.

State College "A"

The Dean of Students at State College "A" directed the program of student personnel services. Other duties limited his time for this function to 50 per cent. The other member of the staff, the Counselor, devoted 50 per cent of his time to student personnel matters. With a full-time equivalency of one, the staff/student ratio for the Fall 1965 semester was 1/351. The budget alloted to student personnel services for thesame time period was $11.11 per student. This figure did not include salaries. One full-time secretary performed the clerical function for the student personnel operation. The physical facilities were optimum with private offices for both staff members, and adequate testing space available.

The total weighted score for the student personnel services program at college "A" was 153 which indicated that the program was relatively "Incomplete". Two services were not present, placement and evaluation with the latter under consideration for implementation. Four services were rated "unsatisfactory", those being; testing, follow-up, research,

and group guidance. The following services were termed "acceptable"; counseling, orientation, activities, admissions, health, financial aids, records, housing, foods, occupations, conduct, religion, remedial, coordination, public information, foreign students, and veterans.

When compared with the minimum weighted score for a complete program of student personnel services, the personnel operation at the State College "A" was 89 per cent complete. The extent of each service at this institution is illustrated in Figure 1.

State College "B"

The student personnel program at college "B" was administered by a staff of two full-time Deans, the Dean of Students and the Dean of Men. Using this full-time equivalency of two student personnel workers and the Fall 1965 enrollment, the staff/student ratio was 1/550. The per student expenditure for student personnel work, not including salaries, was $1.27. The clerical force included one full-time secretary and part-time student help. The office and testing space appeared to be adequate with each Dean having an office and the use of classroom space for the testing program.

The total weighted program score at this institution was 152. The program of student personnel services was therefore classed as "Incomplete." The only Criterion service

Service	Rating[a] 1	2	3	4	5
Counseling				X	
Orientation				X	
Placement	X				
Activities				X	
Admissions				X	
Health				X	
Financial Aids				X	
Records				X	
Housing				X	
Testing			X		
Foods				X	
Occupations				X	
Conduct				X	
Follow-up			X		
Research			X		
Evaluation		X			
Religion				X	
Remedial				X	
Coordination				X	
Public Infor.				X	
Group Guidance			X		
Foreign Stu.				X	
Veterans				X	

[a]1 - No Service, 2 - Under consideration
3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 1.--The Extent to Which Student Personnel Services Were Provided by State College "A" as Reported by the Director of Student Personnel Services.

lacking was the provision for group guidance. The remaining twenty-two services were equally divided between "unsatisfactory" and "acceptable." Those services which required immediate attention to meet the demands were: orientation, health, housing, foods, occupations, follow-up, research, evaluation, remedial, foreign students, and veterans. The services rated "acceptable" and sufficient for current demands were: counseling, placement, activities, admissions, financial aids, records, testing, conduct, religion, coordination, and public information.

Using the total weighted program score of 152 for college "B" and the minimum weighted score required for a complete program, the degree of completeness of the student personnel program was established at 88 per cent complete. Figure 2 shows the extent of the various services at State College "B".

State College "C"

The student personnel program at college "C" was under the direction of the Dean of Students. The Dean of Students devotes full-time to this task. In addition to the Dean, the personnel staff was composed of: the Student Aids Director who spends 50 per cent of his time discharging this responsibility, and one Counselor with 25 per cent of her time set aside for student personnel work. The full-time equivalency of the staff amounted to one and three-fourths.

Service	Rating[a] 1	2	3	4	5
Counseling				X	
Orientation			X		
Placement				X	
Activities				X	
Admissions				X	
Health			X		
Financial Aids				X	
Records				X	
Housing			X		
Testing				X	
Foods			X		
Occupations			X		
Conduct				X	
Follow-up			X		
Research			X		
Evaluation			X		
Religion				X	
Remedial			X		
Coordination				X	
Public Infor.				X	
Group Guidance	X				
Foreign Stu.			X		
Veterans			X		

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 2.--The Extent to Which Student Personnel Services Were Provided by State College "B" as Reported by the Director of Student Personnel Services.

Using the Fall 1965 enrollment the staff/student ratio was 1/377. The per student budget for student personnel work, not including salaries, during the 1965-66 academic year was $3.56. The clerical staff available for the student personnel operation consisted of one half-time secretary and student help.

The physical facilities provided a private office for each staff member. Group testing was handled in classrooms with a conference room used for individual testing.

The total weighted program score at State College "C" was 147. This score categorized the program as "Incomplete". Four of the services included in the Criterion Program were missing from the student personnel program at college "C" at the time of the investigation. Two of these were group guidance and foreign student advisement. The other two, remedial assistance and veterans were in the planning stage. Eight of the services were classed as "unsatisfactory" indicating that although they were present, they were not meeting current demands. Those services were: counseling, placement, testing, occupations, follow-up, research, evaluation, and public information. The remaining eleven services: orientation, activities, admissions, health, financial aids, records, housing, foods, conduct, religion, and coordination, were rated as "acceptable".

The total weighted program score of 147 at college "C" indicates that the program of student personnel services

was 85 per cent of a minimum complete program. Figure 3 shows the extent of each service in the student personnel program at this institution.

State College "D"

The Dean of Student Activities was charged with the leadership of the student personnel program at college "D". The Dean also had a teaching load which enabled him to devote only 50 per cent of his time to the student personnel program. Other members of the personnel staff and the proportion of time spent in this responsibility were: Dean of Women - 50 per cent, Dean of Men - 50 per cent, Counselor - 50 per cent, and Director of Housing - full-time. Using the Fall 1965 enrollment and the full-time equivalency of three, the staff/student ratio was 1/605. The expenditure for the student personnel function during the same time period was $0.92 per student. This figure did not reflect the salary budget for the department. The only clerical assistance available was part-time student help. The physical facilities were not conducive to effective counseling practice. The three Deans were officed in one large room without the benefit of privacy for conferences. The other two staff members, the Counselor and the Director of Housing did have private offices. Group testing was conducted in classrooms and other dual-purpose space.

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation				X	
Placement			X		
Activities				X	
Admissions				X	
Health				X	
Financial Aids				X	
Records				X	
Housing				X	
Testing			X		
Foods				X	
Occupations			X		
Conduct				X	
Follow-up			X		
Research			X		
Evaluation			X		
Religion				X	
Remedial		X			
Coordination				X	
Public Infor.			X		
Group Guidance	X				
Foreign Stu.	X				
Veterans		X			

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 3.--The Extent to Which Student Personnel Services Were Provided by State College "C" as Reported by the Director of Student Personnel Services.

The total weighted program score for this college was 144 placing it in the "Incomplete" category. Four of the criterion program services were not present in the student personnel offerings at this institution. The health service was not provided as part of the college program and in its place the available referral agencies in the community were utilized. A remedial program had been provided in the past, but time and staff limitations necessitated the abandonment of the service. A system of program evaluation and provision for group guidance were in the process of planning at the time of the investigation. Seven services in the student personnel program were rated "unsatisfactory", those included: counseling, activities, testing, occupations, follow-up, public information, and veterans advisement. The services rated "acceptable" were: orientation, placement, admissions, financial aids, records, housing, conduct, research, religion, coordination, and foreign students. The foods service was rated "satisfactory".

The total weighted score of 144 classed this institution as 84 per cent complete when compared with the minimum weighted score for a complete student personnel program. The extent of the personnel services at State College "D" is illustrated in Figure 4.

State College "E"

The student personnel program at college "E" was headed by the Dean of Students. This responsibility was

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation				X	
Placement				X	
Activities			X		
Admissions				X	
Health	X				
Financial Aids				X	
Records				X	
Housing				X	
Testing			X		
Foods					X
Occupations			X		
Conduct				X	
Follow-up			X		
Research				X	
Evaluation		X			
Religion				X	
Remedial	X				
Coordination				X	
Public Infor.			X		
Group Guid		X			
Foreign Stu.				X	
Veterans			X		

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 4.--The Extent to Which Student Personnel Services Were Provided by State College "D" as Reported by the Director of Student Personnel Services.

full-time. In addition to the Dean, other staff members and their allotment of time to student personnel work included the following: Dean of Men - 40 per cent, Dean of Women - 10 per cent, Counselor - full-time, Counselor - 50 per cent. The total full-time equivalency of professional staff members was three. The ratio of staff to students, based on the Fall 1965 enrollment, was 1/569. The budget expenditure for student personnel work, not including salaries, was $2.63 per student. The clerical staff available for student personnel work was made up of one full-time secretary and part-time student help. The physical facilities appeared to be adequate with each staff member having a private office for counseling and other conferences. Space was also available for individual and group testing.

The total weighted program score for college "E" was 143. This placed the program of student personnel services in the "Incomplete" range. There were three services not present which were listed on the Criterion Program. The first of these was the health service. A new municipal hospital was constructed adjacent to the campus and the college had a working relationship with the hospital staff to provide medical assistance to the students. The college felt that it was not necessary for them to maintain a duplicate facility. The second service missing was follow-up. The need for this function was recognized but because of the lack of staff time and budget the effort to obtain follow-up

information was not exerted. The remedial service for those with reading problems or study habit problems was under consideration through a joint effort of the student personnel staff and the English Department. The college anticipated putting this service into operation when possible. All other services from the Criterion Program were found to be present. Seven of the services present in the program were rated "unsatisfactory" while the remaining thirteen were rated "acceptable". The services rated unsatisfactory were singled out by the respondent because they needed improvement to meet the demands placed upon them at that time. More counselor time was mentioned as the prerequisite to improvement of the counseling and orientation services. The orientation function was made more difficult by the approximately 25 per cent turnover in student body each year. Other services in need of improvement were: activities, evaluation, public information, group guidance, and assistance to veterans. The services listed as acceptable included: placement, admissions, financial aids, records, housing, testing, foods, occupations, conduct, research, religion, coordination, and foreign students advisement.

Based on the minimum weighted score required for a "Complete" program, the program at State College "E" was found to be 83 per cent complete. Figure 5 illustrates the extent of each of the student personnel services at this junior college.

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation			X		
Placement				X	
Activities			X		
Admissions				X	
Health	X				
Financial Aids				X	
Records				X	
Housing				X	
Testing				X	
Foods				X	
Occupations				X	
Conduct				X	
Follow-up	X				
Research				X	
Evaluation			X		
Religion				X	
Remedial		X			
Coordination				X	
Public Infor.			X		
Group Guidance			X		
Foreign Stu.				X	
Veterans			X		

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 5.--The Extent to Which Student Personnel Services Were Provided by State College "E" as Reported by the Director of Student Personnel Services.

State College "F"

The Dean of Student Affairs directed the program of student personnel services at college "F". This assignment carried a full-time responsibility. The other professional staff member was the Dean of Women with 50 per cent of her time spent in student personnel work. Using the Fall 1965 enrollment and a full-time equivalency of one and one-half, the staff/student ratio was 1/367. The per student expenditure for the student personnel function, not including salaries, was $2.25. The only clerical staff available was part-time student help. The physical facilities were acceptable with an office for each staff member as well as space for individual and group testing.

The total weighted program score at college "F" was found to be 139 which placed the student personnel program in the "Incomplete" category. There were two of the Criterion Program services not present in the program. Lack of trained personnel and budget was cited as the problems in providing the remedial service. The service to veterans was not present as part of the student personnel program. Two additional services, follow-up and group guidance, although not present at the time of the investigation, were in the planning stage and were to be added when possible. Eleven of the remaining student personnel services were rated as "unsatisfactory". The estimate of the extent of these services was that they were present in the program but not adequate to meet the

demands for them. The services in this category were: counseling, orientation, admissions, health, housing, testing, occupations, research, evaluation, religion, and foreign student advisement. The other student personnel services: placement, activities, financial aids, records, foods, conduct, coordination, and public information were rated as "acceptable".

Using the minimum weighted score of 172 for a complete program, the student personnel program at State College "F" was rated as 81 per cent complete. The presence and extent of each service is depicted in Figure 6.

State College "G"

The student personnel program at college "G" was administered by the Dean of Students. In addition to the full time Dean of Students, other members of the personnel staff included: the Dean of Women - 33 per cent of her time devoted to student personnel work, and one Counselor - 67 per cent of his time spent in the student personnel program. Thus, the full-time equivalency of the student personnel staff was two. The staff/student ratio during the Fall 1965 semester was 1/489. The budget available for student personnel work, not including salaries, for the same semester was $1.77 per student. The clerical help used in the student personnel operation was part-time student employees. Each of the Deans and the Counselor had private offices for

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation			X		
Placement				X	
Activities				X	
Admissions			X		
Health			X		
Financial Aids				X	
Records				X	
Housing			X		
Testing			X		
Foods				X	
Occupations			X		
Conduct				X	
Follow-up		X			
Research			X		
Evaluation			X		
Religion			X		
Remedial	X				
Coordination				X	
Public Infor.				X	
Group Guidance		X			
Foreign Stu.			X		
Veterans	X				

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 6.--The Extent to Which Student Personnel Services Were Provided by State College "F" as Reported by the Director of Student Personnel Services.

counseling and conferences. Group testing was conducted in classrooms with special rooms available for individual testing.

The weighted score at college "G" reflecting the total program completeness was 133. The program fell in the "Incomplete" class. Two of the criterion services were not part of the program. The two services were: health and group guidance. Four other services, although not present during the survey, were in the planning process. Those included: follow-up, research, evaluation, and remedial. The services rated as "unsatisfactory", eight in all, were: counseling, orientation, admissions, housing, testing, foods, occupations, and public information. The remaining nine student personnel services were rated "acceptable": placement, activities, financial aids, records, conduct, religion, coordination, foreign students, and assistance to veterans.

Based on the total weighted program score as compared with the minimum weighted score for a complete program, the student personnel program at college "G" was 77 per cent complete. Figure 7 reveals the extent of each service in the program at this junior college.

Municipal College 1

The student personnel program at college 1 was under the supervision of the Dean of the College with approximately 33 per cent of his time devoted to that function. The Registrar also performed some of the student personnel duties with

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation			X		
Placement				X	
Activities				X	
Admissions			X		
Health	X				
Financial Aids				X	
Records				X	
Housing			X		
Testing			X		
Foods			X		
Occupations			X		
Conduct				X	
Follow-up		X			
Research		X			
Evaluation		X			
Religion				X	
Remedial		X			
Coordination				X	
Public Infor.			X		
Group Guidance	X				
Foreign Stu.				X	
Veterans				X	

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 7.--The Extent to Which Student Personnel Services Were Provided by State College "G" as Reported by the Director of Student Personnel Services.

this responsibility being full-time. The staff/student ratio during the Fall semester of 1965 was 1/133. The budget did not provide specific expenditures for student personnel services. Any expense was borne by the public school general budget. The clerical duties were carried out by part-time student workers. The physical facilities were inadequate for proper discharge of the student personnel function. Counseling interviews and conferences were held in the open office space of the Dean of the College or Registrar and often were interrupted by others attending to routine business.

The total weighted program score at Municipal College 1 was 116 which classified the personnel program as "Incomplete". Four of the Criterion Program services were not present and included: health, evaluation, religion, and foreign students. Occupations, follow-up, research, and group guidance were under consideration for addition to the program at the time of the study. Those services which were present but rated "unsatisfactory" were: counseling, placement, admissions, records, testing, remedial, public information, and veterans advisement. Five of the services were meeting the demands placed upon them and were therefore rated "acceptable", they were: orientation, activities, financial aids, conduct, and coordination. At the time of the investigation and based on the minimum complete program score of 160, the program of student personnel services at

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation				X	
Placement			X		
Activities				X	
Admissions			X		
Health	X				
Financial Aids				X	
Records			X		
Testing			X		
Occupations		X			
Conduct				X	
Follow-up		X			
Research		X			
Evaluation	X				
Religion	X				
Remedial			X		
Coordination				X	
Public Infor.			X		
Group Guidance		X			
Foreign Stu.	X				
Veterans			X		

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 8.--The Extent to Which Student Personnel Services Were Provided by Municipal College 1 as Reported by the Director of Student Personnel Service.

placement, activities, financial aids, occupations, conduct, coordination, public information, and assistance to foreign students were categorized as "unsatisfactory". The remaining four student personnel services: counseling, admissions, records, and veterans were rated as "acceptable". When compared with the minimum acceptable Criterion Program, the student personnel program at Municipal College 2 was found to be 69 per cent complete. Figure 9 shows the presence and extent of each of the student personnel services available to the junior college students in college 2 at the time of the investigation.

Municipal College 3

The Dean of the College at Municipal College 3 devoted 25 per cent of his time to the administration of the student personnel program. The other staff member, the Director of Adult Education, also spends 25 per cent of his time in student personnel work. The full-time equivalency of one-half related to the Fall 1965 enrollment found a staff/student ratio of 1/316. The expenses of the student personnel program were absorbed in the general budget of the public school system without specific reference to per student cost. Part-time student help performed the clerical function in the student personnel program. Office space included a private office for the Dean of the College with the Director of Adult Education operating from a

Service	Rating[a] 1	2	3	4	5
Counseling				X	
Orientation			X		
Placement			X		
Activities			X		
Admissions				X	
Health	X				
Financial Aids			X		
Records				X	
Testing		X			
Occupations			X		
Conduct			X		
Follow-up	X				
Research	X				
Evaluation	X				
Religion	X				
Remedial	X				
Coordination			X		
Public Infor.			X		
Group Guidance	X				
Foreign Stu.			X		
Veterans				X	

[a]1 - No Service, 2 - Under Consideration, 3 - Satisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 9.--The Extent to Which Student Personnel Services Were Provided by Municipal College 2 as Reported by the Director of Student Personnel Services.

location in the open, general office. The only testing or conference space available was unoccupied classrooms.

The total weighted program score at Municipal College 3 was 107 placing it in the "Incomplete" range. A total of nine services were classified as not present. Two of this number were under consideration at the time of the investigation, those were: testing and research. The other services missing were: placement, health, occupations, evaluation, religion, group guidance and foreign students. The following services were rated as present, but "unsatisfactory": counseling, activities, follow-up, remedial, public information, and veterans. Orientation, admissions, financial aids, records, conduct, and coordination were rated "acceptable".

A total weighted score of 107 on the Interview Check-List indicates a percentage of completeness of 67 per cent at Municipal College 3. A graphic representation of the extent of each service at this institution is presented in Figure 10.

Municipal College 4

The program of student personnel services at Municipal College 4 was under the direction of the Dean of the College. Duties other than student personnel work occupied 50 per cent of his time. Two teachers were involved in student personnel work and each of them spent 40 per cent of their time in the student personnel program. The full-time equivalency of one and three-tenths and the Fall 1965

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation				X	
Placement	X				
Activities			X		
Admissions				X	
Health	X				
Financial Aids				X	
Records				X	
Testing		X			
Occupations	X				
Conduct				X	
Follow-up			X		
Research		X			
Evaluation	X				
Religion	X				
Remedial			X		
Coordination				X	
Public Infor.			X		
Group Guidance	X				
Foreign Stu.	X				
Veterans			X		

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 10.--The Extent to Which Student Personnel Services Were Provided by Municipal College 3 as Reported by the Director of Student Personnel Services.

enrollment revealed a staff/student ratio of 1/346. The budget did not reflect a specific sum for student personnel work. At the time of registration each student was required to pay a fee of $2.50 which was set aside for this purpose. The clerical duties of the student personnel program were performed by part-time student helpers. Each of the three staff members had an office for counseling and other functions. No special space was available for testing or conference but regular use was made of unoccupied classrooms for these purposes.

At Municipal College 4 the total weighted program score was 101. This classes it as "Incomplete" in student personnel services. Six services were not present: health, occupations, research, religion, group guidance, and foreign students assistance. Six services were under consideration for addition to the program: placement, testing, follow-up, evaluation, remedial, and veterans. The services rated "unsatisfactory", but present to a limited degree, were: counseling, orientation, and records. Six services were listed as "acceptable", they were: activities, admissions, financial aids, conduct, coordination, and public information. The extent of the individual services at college 4 will be found in Figure 11. The total program of student personnel services at this institution was rated as 63 per cent complete.

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation			X		
Placement		X			
Activities				X	
Admissions				X	
Health	X				
Financial Aids				X	
Records			X		
Testing		X			
Occupations	X				
Conduct				X	
Follow-up		X			
Research	X				
Evaluation		X			
Religion	X				
Remedial		X			
Coordination				X	
Public Infor.				X	
Group Guidance	X				
Foreign Stu.	X				
Veterans		X			

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 11.--The Extent to Which Student Personnel Services Were Provided by Municipal College 4 as Reported by the Director of Student Personnel Services.

Municipal College 5

The Dean of the College at Municipal College 5 had the primary responsibility for directing the program of student personnel services. Because of duties in the public school system his time in the junior college student personnel capacity was very limited. The Registrar also functions in the personnel program. The full-time equivalency of the two staff members was approximately one. That produced a staff/student ratio of 1/140 for the Fall semester of 1965. No specific budget was available for the student personnel operation. One full-time secretary performed the clerical tasks of a student personnel nature and also acted as the recorder. The Registrar had an office for counseling use. The Dean of the College maintained his office in the public high school building some blocks from the junior college building. The library was used for group testing.

The total weighted program score at college 5 was 74 which indicated an "Incomplete" program of student personnel services. Eleven Criterion Program services were not present in the program, those were: placement, activities, health, records, testing, occupations, research, evaluation, religion, group guidance, and foreign students assistance. Orientation, follow-up, remedial, and coordination were under consideration at the time of the survey. Counseling, admissions, financial aids, public information, and help for veterans were present but the extent was reported as

"unsatisfactory". The supervision of student conduct was the only service rated "acceptable." The foregoing responses fixed the completeness of the program at 45 per cent. The extent of each service at this institution is illustrated in Figure 12.

Overview of the Services in the State System of Public Junior Colleges

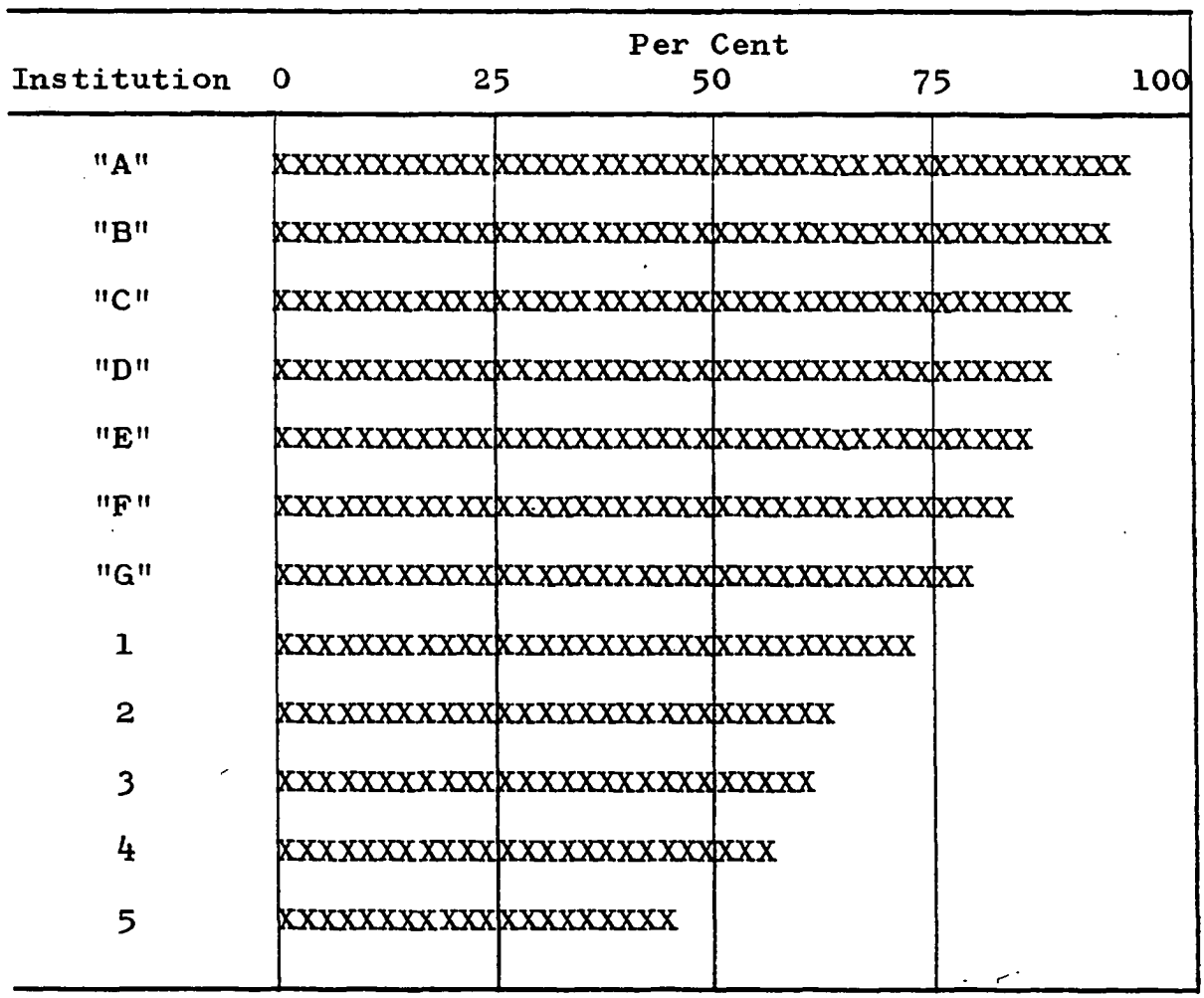
In viewing the total program of personnel services in the twelve-institution state system of public junior colleges it must be remembered that what constitutes an "acceptable" service at one institution may or may not be adequate at another college. The estimate of the extent of each service was made by the respondent in terms of the needs and objectives of his own college. With the variety of institutional objectives it became difficult to compare one of the student personnel services at one college directly with the same service at another college. However, it was possible to compare the completeness factor of one program with the other by using the percentage of a minimum "Complete" program as revealed in the individual reports in the earlier portion of this chapter. Figure 13 shows the per cent of a minimum complete program for each of the twelve colleges included in this study.

Table 2 shows the extent of each service at each of the institutions respectively, in terms of the five-point rating scale used in the interviews. The vertical columns

Service	Rating[a] 1	2	3	4	5
Counseling			X		
Orientation		X			
Placement	X				
Activities	X				
Admissions			X		
Health	X				
Financial Aids			X		
Records	X				
Testing	X				
Occupations	X				
Conduct				X	
Follow-up		X			
Research	X				
Evaluation	X				
Religion	X				
Remedial		X			
Coordination		X			
Public Infor.			X		
Group Guidance	X				
Foreign Stu.	X				
Veterans			X		

[a]1 - No Service, 2 - Under Consideration, 3 - Unsatisfactory, 4 - Acceptable, 5 - Satisfactory

Fig. 12.--The Extent to Which Student Personnel Services Were Provided by Municipal College 5 as Reported by the Director of Student Personnel Services.



State supported colleges, "A","B","C","D","E","F","G".
Municipal colleges, 1, 2, 3, 4, 5.

Fig. 13.--Per cent of "Complete" program of Student Personnel Services at each institution as indicated by the total weighted scores on the Interview Check-List used.

TABLE 2

THE EXTENT TO WHICH THE STUDENT PERSONNEL SERVICES WERE PROVIDED AT EACH OF THE JUNIOR COLLEGES IN OKLAHOMA AS REPORTED BY THE DIRECTOR OF STUDENT PERSONNEL SERVICES

Services	Institutions												
	State Supported							Municipal					
	A	B	C	D	E	F	G	1	2	3	4	5	Comp
Counseling	4	4	3	3	3	3	3	3	4	3	3	3	39
Orientation	4	3	4	4	3	3	3	4	3	4	3	2	40
Placement	1	4	3	4	4	4	4	3	3	1	2	1	34
Activities	4	4	4	3	3	4	4	4	3	3	4	1	41
Admissions	4	4	4	4	4	3	3	3	4	4	4	3	44
Health	4	3	4	1	1	3	1	1	1	1	1	1	22
Financial Aids	4	4	4	4	4	4	4	4	3	4	4	3	46
Records	4	4	4	4	4	4	4	3	4	4	3	1	43
Housing	4	3	4	4	4	3	3	-	-	-	-	-	25
Testing	3	4	3	3	4	3	3	3	2	2	2	1	33
Foods	4	3	4	5	4	4	3	-	-	-	-	-	27
Occupations	4	3	3	3	4	3	3	2	3	1	1	1	31
Conduct	4	4	4	4	4	4	4	4	3	4	4	4	47
Follow-up	3	3	3	3	1	2	2	2	1	3	2	2	27
Research	3	3	3	4	4	3	2	2	1	2	1	1	29
Evaluation	2	3	3	2	3	3	2	1	1	1	2	1	24
Religion	4	4	4	4	4	3	4	1	1	1	1	1	32
Remedial	4	3	2	1	2	1	2	3	1	3	2	2	26
Coordination	4	4	4	4	4	4	4	4	3	4	4	2	45
Public Infor.	4	4	3	3	3	4	3	3	3	3	4	3	40
Group Guidance	3	1	1	2	3	2	1	2	1	1	1	1	19
Foreign St.	4	3	1	4	4	3	4	1	3	1	1	1	30
Veterans	4	3	2	3	3	1	4	3	4	3	2	4	35

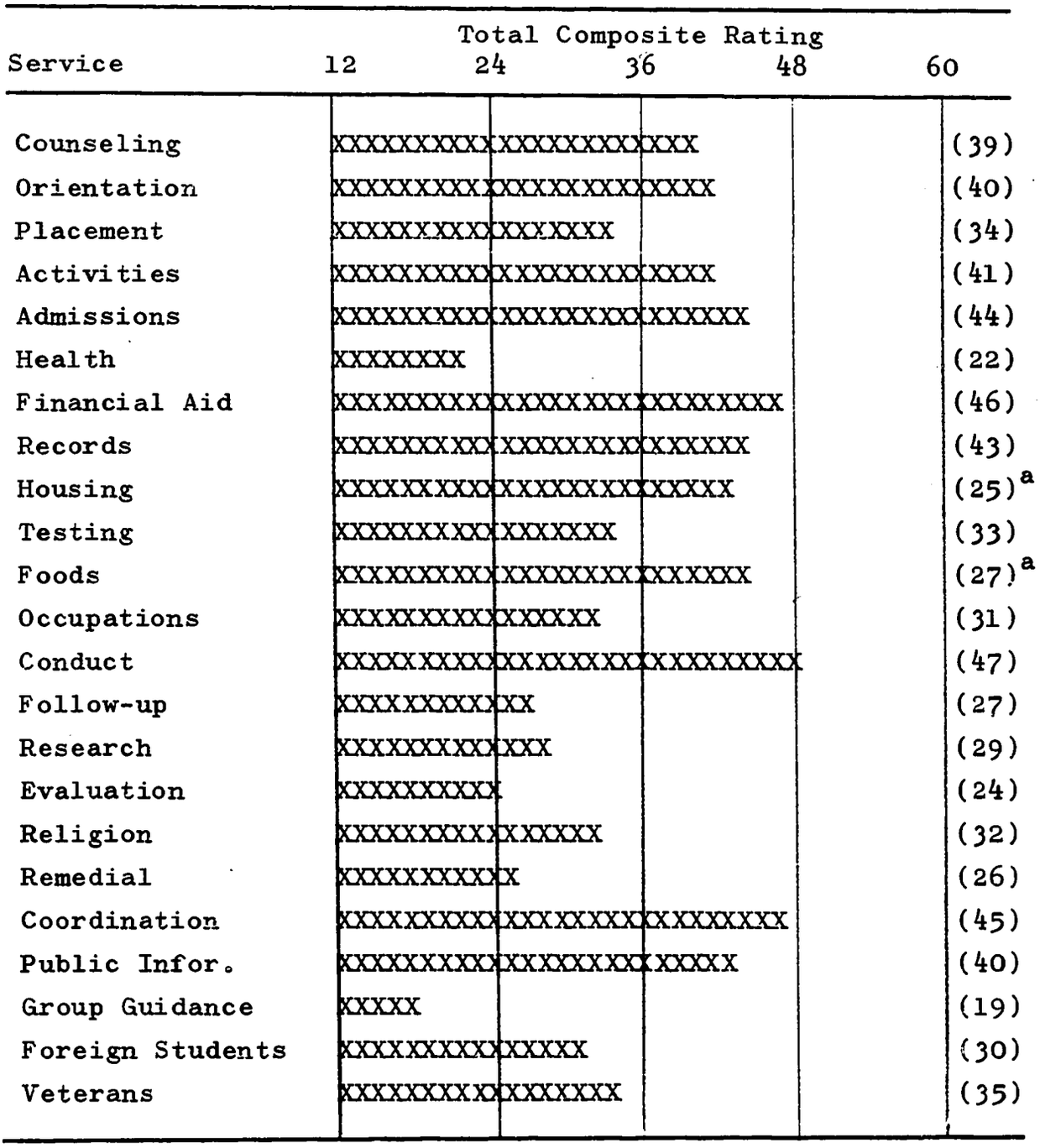
1-No service, 2-Under consideration, 3-Unsatisfactory
4-Acceptable, 5-Satisfactory

represent each of the institutions. The composite extent of each service, for the state system, can be determined by observing the horizontal listing of rates.

The composite or combined score for each of the twenty-three services, as compared with the possible composite score, is shown in Figure 14. The possible composite score was based on the five-point scale for the twelve colleges involved in the study. The minimum composite score was a rating of -1- at the twelve colleges, or 1 x 12 = 12. The maximum composite score was a rating of -5- multiplied by twelve, or 60. Table 3 presents the Criterion Services arranged in order of composite scores. The greater the extent of the service, state-wide, the larger the composite score.

The State and Municipal Junior Colleges: A Comparison

The direct comparison of the programs of the state supported colleges, as a group, with the combined programs of the municipal colleges was not practical. The estimate of the extent to which each student personnel service was provided, and therefore, the total weighted program score was related to the objectives of each institution. But as in the case of the other comparisons made in this report it was possible to compare the proportion of completeness of one group of colleges with that of the other group.



[a]Housing and Foods were not applicable to the Municipal colleges. The total composites for these services were computed on seven colleges and a possible composite of 35, minimum 7.

Fig. 14.--State Total Composite Ratings for Each of the criterion services as reported by the Director of Student Personnel at each college.

TABLE 3

RANK ORDER OF THE STUDENT PERSONNEL SERVICES WITH RESPECT TO TOTAL COMPOSITE RATING AS REPORTED BY THE TWELVE JUNIOR COLLEGES IN OKLAHOMA

Rank	Service	Total Composite Rating
1.	Conduct	47
2.	Financial Aids	46
3.	Food	46[a]
4.	Coordination	45
5.	Admissions	44
6.	Records	43
7.	Housing	43[a]
8.	Activities	41
9.	Public Information	40
10.	Orientation	40
11.	Counseling	39
12.	Veterans	35
13.	Placement	34
14.	Testing	33
15.	Religion	32
16.	Occupations	31
17.	Foreign Students	30
18.	Research	29
19.	Follow-up	27
20.	Remedial	26
21.	Evaluation	24
22.	Health	22
23.	Group Guidance	19

[a]These scores are pro-rated from the composite scores for the seven state supported institutions where housing and foods were found to be applicable.

To determine if there was a significant difference between the total weighted scores of the state supported colleges, as a group, and the weighted scores of the municipal colleges, the following null hypothesis was tested: H_o = the total weighted program scores of the state supported junior colleges and the total weighted program scores of the municipal junior colleges are both from the same general population of weighted scores for junior college personnel programs as determined by the Interview Check-List. Wilcoxon's "T", as described in Edwards[2] was used to test the hypothesis. The computed "T" value was 15, or less than the table value of 17 at the .01 level of significance.[3] Therefore the null hypothesis was rejected and the conclusion was drawn that the weighted program scores of the student personnel services at the state supported colleges was significantly different from the weighted program scores at the municipal colleges.

The difference in the extent to which each of the student personnel services was available in all the state supported colleges when compared with all the municipal colleges is illustrated in Figure 15. In the case of each service, the combined rates for the state supported colleges and the municipal colleges were compared with the total

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[2]A. L. Edwards, Statistical Methods for the Behavioral Sciences, (New York: Holt, Rinehart and Winston, 1964), p. 417-19.

[3]Edwards, op. cit. Table XV, p. 515.

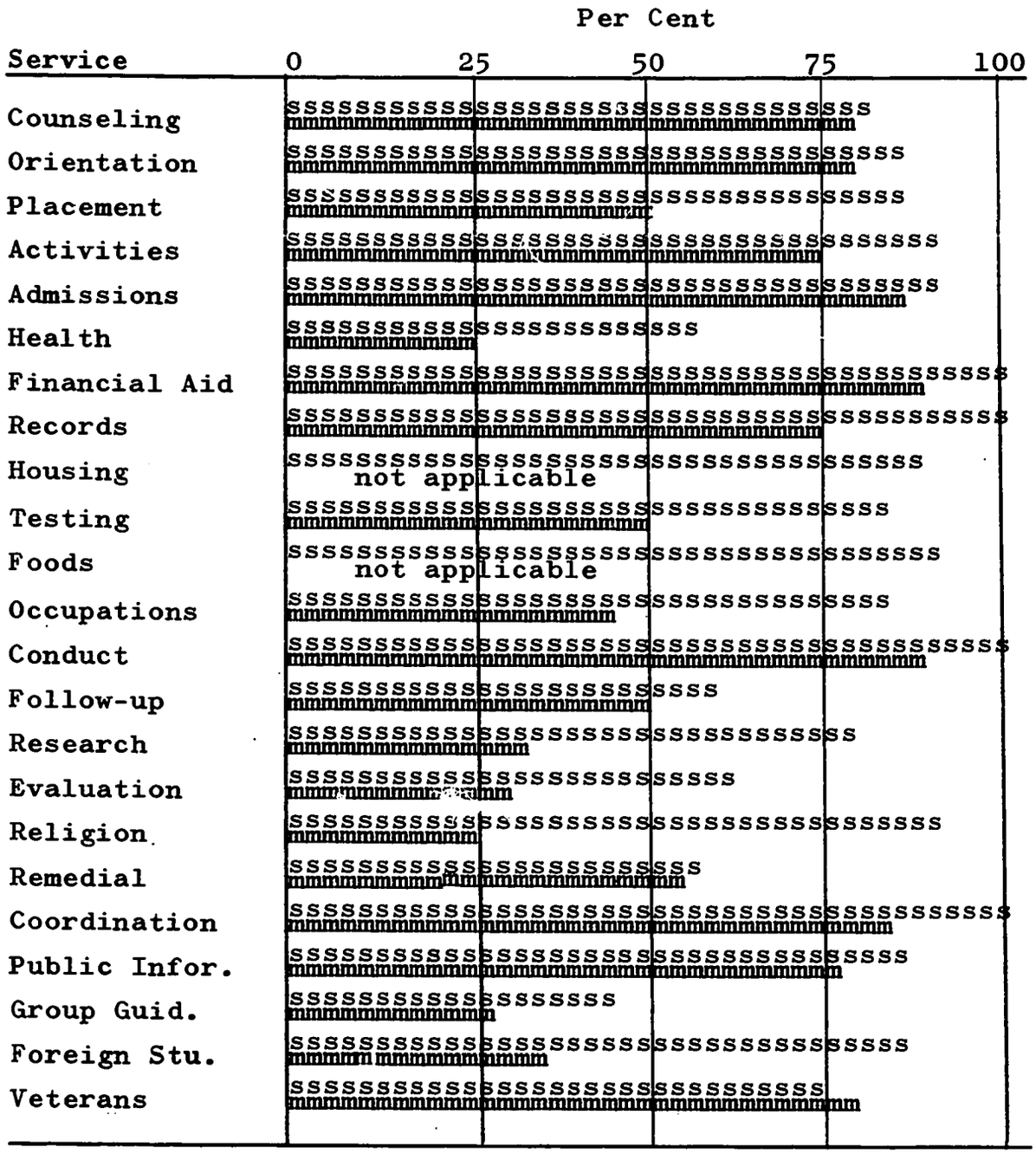


Fig. 15.--The Difference in the Extent to Which Each Student Personnel Service was Available When the Combined Rates for these Services in all the State Supported and all the Municipal Colleges were Compared.

possible score if each institution offered an acceptable service. For example, if all the state colleges made available to their students the counseling service that the Directors of the programs felt was acceptable, the total composite score would be 100 per cent. However, if the combined score was less than this amount, the per cent would be correspondingly less. The financial aids, records, conduct, and coordination services at the state colleges achieved 100 per cent ratings. These same services at the municipal colleges rated, respectively, 90 per cent, 75 per cent, 95 per cent, and 85 per cent. The municipal colleges exceeded the state colleges in the availability of service to veterans. The municipal colleges totaled 75 per cent while the total for state colleges was 71 per cent.

Administrative Responsibility

The pattern of administrative leadership in each program was different. The differences were due in part to the training of the staff and in part to the administrative organization of the institution. Despite the differences, some similarities did exist.

In a majority of the state supported colleges the student personnel department exercised direct administrative responsibility for counseling, orientation, placement, activities, financial aids, housing, testing, occupations, conduct, research, and coordination. The student personnel

departments of the state colleges operated in an advisory or cooperative capacity in admissions, religion, public information, and assistance to foreign students. The remaining student personnel services: health, records, foods, follow-up, evaluation, remedial, group guidance, and veterans were not organized in the same administrative pattern in the state supported junior colleges. Each institution placed the responsibility for these services in a different department.

The student personnel staff at the municipal colleges maintained administrative direction over the counseling, orientation, admissions, financial aids, records, conduct, coordination, and veterans services. The activities service at the municipal colleges was administered as a cooperative program between the student personnel department and other college faculty members. There was no definite pattern of responsibility for the placement, testing, occupations, follow-up, research, remedial, or public information services at the municipal colleges. The health, evaluation, religion, group guidance, and foreign students services were not present in the municipal institutions to the extent necessary to establish an administrative pattern. Table 4 enumerates the administrative control patterns for the Criterion Program services at the institutions included in the study.

TABLE 4

THE NUMBER OF STUDENT PERSONNEL DEPARTMENTS IN EACH OF THE ADMINISTRATIVE CATEGORIES FOR EACH OF THE CRITERION SERVICES

Service	State Colleges			Municipal Colleges			Totals		
a	D	A	N	D	A	N	D	A	N
Counseling	7	0	0	5	0	0	12	0	0
Orientation	5	2	0	5	0	0	10	2	0
Placement	5	1	1	2	0	3	7	1	4
Activities	6	1	0	0	4	1	6	5	1
Admissions	0	7	0	5	0	0	5	7	0
Health	2	2	3	0	0	5	2	2	8
Financial Aid	6	1	0	4	1	0	10	2	0
Records	4	3	0	4	0	1	8	4	1
Housing	6	0	1	0	0	5	6	1	5
Testing	5	2	0	2	2	1	7	4	1
Foods	1	3	3	0	0	5	1	3	8
Occupations	6	1	0	1	1	3	7	2	3
Conduct	6	0	1	4	1	0	10	1	1
Follow-up	2	3	2	1	3	1	3	6	3
Research	5	2	0	0	2	3	5	4	3
Evaluation	4	3	0	0	0	5	4	3	5
Religion	1	5	1	0	0	5	1	5	6
Remedial	1	4	2	3	1	1	4	5	3
Coordination	6	1	0	4	1	0	10	2	0
Public Information	2	5	0	3	2	0	5	7	0
Group Guidance	2	2	3	1	0	4	3	2	7
Foreign Students	2	5	0	1	0	4	3	5	4
Veterans	4	2	1	4	1	0	8	3	1

[a]D-Direct administrative control A-Advisory responsibility
N-No responsibility or not applicable

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Each year there is an increase in the demands placed upon higher education to educate and train an ever-expanding number of students. In order to meet these demands our systems of colleges and universities have found it necessary to expand. The junior colleges have expanded along with the four-year institutions. An increase in the utilization of the junior colleges would provide additional facilities to aid in accommodating the enlarging student population. There is every indication that the next decade will see a marked increase in junior college enrollments.

Student personnel work in the junior college becomes more than a service agency to the student body. It becomes an integral part of the total, and proper, functioning of the college. The junior college, by virtue of its organization and objectives, is in a position to satisfy two unique demands upon higher education:

(1) to provide low-cost, post-high-school education within easy commuting distance of the students' homes.

(2) to provide guidance and counseling for the complex process of decision making.

Problem and Purpose

The problem of this study was to determine what personnel services were part of the Student Personnel Programs in the public junior colleges of Oklahoma and the extent to which each service was present. The study was limited to the seven state supported and five municipal junior colleges operating in Oklahoma during the 1965-1966 academic year.

This investigation was undertaken to provide information to assist in the improvement of the total program of student personnel services offered in the colleges included in the study. Other uses of the findings of this investigation might include:

(1) The determination of an "Ideal" program of student personnel services for junior college programs.

(2) Provide information for the planning of training programs for student personnel workers at the junior college level.

Procedure

The first step in the procedure was to survey the basal text material relevant to junior college student personnel work for the purpose of establishing a Criterion Program of student personnel services. A frequency chart of

the mention of the various services was maintained during the survey. The services were then ranked and weighted in relation to their relative importance as indicated by the frequency count. A five-point rating scale was established to record the extent of each service. The points on the scale were: 1 - no service, 2 - service under consideration, 3 - service unsatisfactory, 4 - service acceptable, 5 - service satisfactory. The information about the student personnel services was gathered by means of personal interview with the director of the student personnel program at each institution. The presence and extent of each service on the Criterion Program was determined by the Director and recorded by the writer on the Interview Check-List constructed for that purpose. The summation of the individual scores for each student personnel service provided a total weighted program score for each institution. General information about staff, budget, facilities, administrative organization, and enrollment was gathered during each interview. A second, or follow-up, interview provided a measure of reliability of the data.

Findings

The initial result of the study was the establishment of the Criterion Program of student personnel services resulting from the survey of the basal text material. The services constituting the criterion program, in ranked order,

were: Counseling, Orientation, Placement, Organizing Extra-curricular Activities, Admissions, Health, Financial Aids, Records, Housing, Testing, Foods, Occupational Information, Supervising Student Conduct, Follow-up, Research, Evaluation, Religious Activities, Remedial, Coordinating Student Personnel Services, Public Information, Group Guidance, Foreign Students Advisement, and Veterans Advisement.

Based on the total weighted program scores as determined by the responses recorded on the Interview Check-List used, all twelve of the institutions surveyed rated "Incomplete". The range of the total weighted program scores was such that the percentage of a minimum "Complete" program ranged from 46 per cent to 89 per cent. The student personnel programs at the state supported colleges ranged from 77 per cent to 89 per cent of a minimum "Complete" program. The programs at the municipal colleges ranged from 46 per cent to 73 per cent complete.

Each of the student personnel services listed on the criterion program varied in the extent to which they were present as reported by the personnel program directors at the institutions surveyed. Only five of the services, counseling, admissions, financial aids, supervision of conduct, and public information were reported as present in the programs at all twelve of the junior colleges. Two other student personnel services were either present or under consideration for addition to the programs of all the

colleges, those were: orientation and provision to coordinate the program of student personnel services. A substantial variation was found in the availability of each student personnel service when all twelve junior college programs were considered as a collective unit. The findings revealed that the supervision of student conduct, with a composite score of 47, was present in the programs of 100 per cent of the colleges surveyed. The financial aids service, with a composite of 46, was also present in 100 per cent of the colleges. The foods service had a composite score of 27 and was present in 100 per cent of the colleges where it was applicable. The food and housing services were not appropriate for the Criterion Program as applied to the municipal colleges since they were not residential institutions. One other student personnel service found wide application in the colleges surveyed. With a composite score of 45, the coordination of student personnel services was present in 92 per cent of the institutions. Six of the student personnel services were found to be provided by fewer than 50 per cent of the colleges. These services, their composite scores and the percentage of the colleges where offered were: Group Guidance - composite 19, 17 per cent; Health - composite 22, 33 per cent; Evaluation - composite 24, 33 per cent; Remedial - composite 26, 33 per cent; Follow-up - composite 27, 42 per cent; and Research - composite 29, 50 per cent. In the determination of the

Criterion Program it was shown that the services of Counseling, Orientation, and Placement were mentioned by more than 90 per cent of the authors surveyed and were considered very essential to a complete program as indicated by the weight factor of 4. The findings indicate that these services were inadequate in the programs of the junior colleges surveyed. Orientation ranked tenth with a composite score of 40. Counseling ranked eleventh with a composite score of 39 and Placement ranked thirteenth with a composite score of 34.

Conclusions

(1) The programs of student personnel services at the twelve public junior colleges in Oklahoma were below the minimum program established for the survey.

(2) The student personnel services which required the application of routine administrative procedures were the services present to the greatest extent in the total state system of junior colleges. Those services were: supervision of student conduct, financial aids, foods, and the coordination of the student personnel services.

(3) The student personnel services requiring specially trained workers were present to a very limited extent in the institutions surveyed. The student personnel services found lacking were: group guidance, health, evaluation, remedial, follow-up, and research.

(4) Counseling, orientation, and placement were established as essential services by the Criterion Program survey of authors. The extent of these student personnel services was below the minimum acceptable level in the state system of junior colleges.

Recommendations

The recommendations made as a result of this investigation are an attempt to make possible the correction of the apparent discrepencies between the Criterion Program used in the survey and the program of student personnel services at each college as reported by the respondent. Therefore, it is recommended that:

(1) The junior colleges included in the study make use of the findings to explore the limitations of their programs of student personnel services. To implement, where possible, those services found lacking, and improve the services which were not meeting the demands placed upon them.

(2) An immediate effort be made to develop and implement a program of evaluation at each junior college. This effort should result in the initiating of two additional services found lacking in the total state program, those of follow-up and institutional research.

(3) The services of health and remedial reading assistance, which were not present in many of the programs surveyed, be given prompt attention.

(4) The services of counseling, orientation, and placement be placed high on the priority of program improvements at the junior colleges covered in this survey.

Considerations for Additional Study

In pursuing the problem outlined in this study, the writer became aware of related problems which, if examined, might add to the total knowledge in the field of junior college student personnel work. The following topics are suggested as areas for additional research:

(1) The practices and policies concerned with the employment of student personnel workers by junior colleges. Such an investigation should include the requirements of training, experience, certification, etc..

(2) The development of an evaluation instrument for junior college personnel programs.

(3) The implications and consequences of differing counselor-to-student ratios in junior college personnel work.

(4) Investigate the desirability of centralized consulting and advisory services at the state level for junior college personnel work; a service similar to the Guidance Division of the State Board of Education and its relationship to the secondary guidance programs in the State.

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APPENDIX A

FREQUENCY TALLY FOR CRITERION PROGRAM
BASAL TEXT MATERIAL

	Reference Number[a]																		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	f
Service																				
Counseling	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	19
Orientation	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	18
Placement	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	18
Activities	x	x		x	x		x	x	x	x	x	x	x	x	x		x	x	x	16
Admission	x	x	x	x	x		x	x	x	x		x	x			x	x	x	x	15
Health	x	x	x		x		x	x	x	x	x	x	x		x		x	x	x	15
Finan.Aid	x	x	x		x		x	x	x	x	x	x	x		x	x	x	x		15
Records		x	x	x	x			x	x	x	x	x	x	x			x	x	x	14
Housing	x	x	x				x	x	x	x	x	x	x		x		x	x	x	14
Testing		x			x	x	x	x	x	x			x		x	x	x			11
Food	x	x	x		x			x	x		x	x	x							9
Occupation	x	x				x	x	x			x					x	x			8
Conduct		x	x		x							x	x		x		x	x		8
Follow-up		x				x	x	x	x		x			x						7
Research		x			x				x					x			x		x	6
Evaluation		x			x		x		x	x				x						6
Religion	x							x	x			x	x		x					6
Remedial							x					x			x		x		x	5
Coordin.					x				x					x		x				4
Pub. Inf.		x			x			x												3
Group Guid.						x	x										x			3
Foreign St.											x	x	x							3
Veterans				x								x	x							3

[a]Reference numbers refer to the listing on pages 91-92.

BASAL TEXT MATERIAL FOR DETERMINATION OF CRITERION PROGRAM

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11. Lloyd-Jones, Esther and Margaret Ruth Smith, Student Personnel Work as Deeper Teaching. New York: Harper Bros., 1954.

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Reference
Number

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FREQUENCY CHART - CRITERION PROGRAM
REPORTS, STUDIES, JOURNAL ARTICLES

	Reference Number[a]											
	20	21	22	23	24	25	26	27	28	29	30	f
Service												
Counseling	x	x	x	x	x	x	x	x	x	x	x	11
Orientation	x	x	x		x		x	x	x	x	x	9
Placement	x	x	x				x	x	x	x	x	8
Activities	x	x		x	x		x	x	x		x	8
Admissions	x	x			x		x	x	x	x	x	8
Health		x		x	x	x	x	x		x	x	8
Financial Aids		x		x			x	x	x	x	x	7
Records	x	x		x	x		x	x	x		x	8
Housing		x				x	x	x	x	x	x	7
Testing	x		x		x		x	x		x	x	7
Food		x					x		x	x		4
Occupation					x		x			x	x	4
Conduct		x					x	x			x	4
Follow-up			x						x		x	3
Research				x				x	x		x	4
Evaluation							x				x	2
Religion						x		x				2
Remedial		x	x			x	x			x	x	6
Coordination					x		x	x	x			4
Public Infor.							x		x	x	x	4
Group Guidance							x			x	x	3
Foreign St.		x										1
Veterans										x		1

[a]Reference numbers refer to the listing on pages 94-95.

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JOURNAL ARTICLES

Reference
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20. Henry, Nelson B. (ed.). The Public Junior College. Chapter X. "Student Personnel Programs". A. M. Meyer and R. J. Hannelly. Chicago: University of Chicago Press, 1956.

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22. Rice, Louis A. "The Implementation of a Student Personnel Philosophy", Junior College Journal. Vol. XXIII. January, 1953.

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26. Raines, Max R., "Appraisal and Development of Junior College Student Personnel Programs" Research Study. Flint, Michigan, 1964.

27. Floyd, Thomas D. Jr. "A Study of the Scope and Administration of the Student Personnel Services in Selected Junior Colleges." Unpublished dissertation. University of Tennessee, 1954.

28. Jenkins, Harry E. "The Organization and Administration of Student Guidance and Personnel Services in Public Junior Colleges" Unpublished dissertation. University of Texas, 1942.

Reference
Number

29. Nelson, LaVerne W. "A Survey of Student Personnel Practices in the Junior Colleges of the North Central Association of Colleges and Secondary Schools" Unpublished dissertation, University of Wyoming, 1958.

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APPENDIX B

INTERVIEW CHECK-LIST

Junior College Student Personnel Study

General Information Date_____

Institution_____

Budget_____ Enrollment (fall 65)_____

Staff, Professional:

	Name	Title	FTE
1.			
2.			
3.			
4.			
5.			

Staff, Clerical:

	Name	Title	FTE
1.			
2.			
3.			

Physical Facilities:

Offices_____

_____

Testing Room_____

_____

Conference Room_____

College Organizational Plan:

INTERVIEW CHECK-LIST

Institution_____ Respondent_____

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling							4					
Orientation							4					
Placement							4					
Activities							3					
Admissions							3					
Health							3					
Financial Aid							3					
Records							2					
Housing							2					
Testing							2					
Foods							1					
Occupations							1					
Conduct							1					
Follow-up							1					
Research							1					
Evaluation							1					
Religion							1					
Remedial							1					
Coordination							1					
Public Infor							1					
Group Guid							1					
Foreign St							1					
Veterans							1					
	Totals						43					

172 to 215 Complete
43 to 171 Incomplete

Notes:_____

APPENDIX C

INTERVIEW CHECK-LIST

Institution "B" Respondent Dean of Students

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling					4		4	16	X			
Orientation				3			4	12	X			
Placement					4		4	16		X		
Activities					4		3	12	X			
Admissions					4		3	12		X		
Health				3			3	9	X			
Financial Aid					4		3	12	X			
Records					4		2	8	X			
Housing				3			2	6	X			
Testing					4		2	8		X		
Foods				3			1	3			X	
Occupations				3			1	3		X		
Conduct					4		1	4	X			
Follow-up				3			1	3		X		
Research				3			1	3		X		
Evaluation				3			1	3		X		
Religion					4		1	4		X		
Remedial				3			1	3	X			
Coordination					4		1	4	X			
Public Infor					4		1	4		X		
Group Guid		1					1	1			X	
Foreign St				3			1	3		X		
Veterans				3			1	3	X			
Totals							43	152				

172 to 215 Complete
43 to 171 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution "C" Respondent Dean of Students

present extent / SERVICE / value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	admin control D	admin control A	admin control N	remarks
Counseling			3			4	12	X			
Orientation				4		4	16	X			
Placement			3			4	12	X			
Activities				4		3	12	X			
Admissions				4		3	12		X		
Health				4		3	12	X			
Financial Aid				4		3	12	X			
Records				4		2	8		X		
Housing				4		2	8	X			
Testing			3			2	6	X			
Foods				4		1	4			X	
Occupations			3			1	3	X			
Conduct				4		1	4	X			
Follow-up			3			1	3		X		
Research			3			1	3		X		
Evaluation			3			1	3	X			
Religion				4		1	4	X			
Remedial		2				1	2		X		
Coordination				4		1	4	X			
Public Infor			3			1	3		X		
Group Guid	1					1	1			X	
Foreign St	1					1	1		X		
Veterans		2				1	2		X		
Totals						43	147				

172 to 215 Complete
43 to 171 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution "D" Respondent Dean of Students

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling				3			4	12	X			
Orientation					4		4	16		X		
Placement					4		4	16	X			
Activities				3			3	9	X			
Admissions					4		3	12		X		
Health		1					3	3			X	
Financial Aid					4		3	12		X		
Records					4		2	8	X			
Housing					4		2	8		X		
Testing				3			2	6	X			
Foods						5	1	5		X		
Occupations				3			1	3	X			
Conduct					4		1	4	X			
Follow-up				3			1	3	X			
Research					4		1	4	X			
Evaluation			2				1	2		X		
Religion					4		1	4			X	
Remedial		1					1	1			X	
Coordination					4		1	4	X			
Public Infor				3			1	3		X		
Group Guid			2				1	2		X		
Foreign St					4		1	4		X		
Veterans				3			1	3	X			
	Totals						43	144				

172 to 215 Complete
43 to 171 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution "E" Respondent Dean of Students

present extent / SERVICE value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling			3			4	12	X			
Orientation			3			4	12	X			
Placement				4		4	16	X			
Activities			3			3	9	X			
Admissions				4		3	12		X		
Health	1					3	3			X	
Financial Aid				4		3	12	X			
Records				4		2	8		X		
Housing				4		2	8	X			
Testing				4		2	8	X			
Foods				4		1	4		X		
Occupations				4		1	4	X			
Conduct				4		1	4	X			
Follow-up	1					1	1			X	
Research				4		1	4	X			
Evaluation			3			1	3	X			
Religion				4		1	4		X		
Remedial		2				1	2		X		
Coordination				4		1	4	X			
Public Infor			3			1	3	X			
Group Guid			3			1	3	X			
Foreign St				4		1	4		X		
Veterans			3			1	3		X		
Totals						43	143				

172 to 215 Complete
43 to 171 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution "F" Respondent Dean of Student Affairs

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling				3			4	12	X			
Orientation				3			4	12		X		
Placement					4		4	16	X			
Activities					4		3	12		X		
Admissions				3			3	9		X		
Health				3			3	9		X		
Financial Aid					4		3	12	X			
Records					4		2	8	X			
Housing				3			2	6	X			
Testing				3			2	6	X			
Foods					4		1	4		X		
Occupations				3			1	3	X			
Conduct					4		1	4	X			
Follow-up			2				1	2			X	
Research				3			1	3	X			
Evaluation				3			1	3	X			
Religion				3			1	3		X		
Remedial		1					1	1			X	
Coordination					4		1	4	X			
Public Infor					4		1	4	X			
Group Guid			2				1	2		X		
Foreign St				3			1	3	X			
Veterans		1					1	1			X	
Totals							43	139				

172 to 215 Complete
43 to 171 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution "G" Respondent Dean of Students

present extent / SERVICE / value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling			3			4	12	X			
Orientation			3			4	12	X			
Placement				4		4	16	X			
Activities				4		3	12	X			
Admissions			3			3	9		X		
Health	1					3	3			X	
Financial Aid				4		3	12	X			
Records				4		2	8	X			
Housing			3			2	6	X			
Testing			3			2	6	X			
Foods			3			1	3	X			
Occupations			3			1	3	X			
Conduct				4		1	4	X			
Follow-up		2				1	2	X			
Research		2				1	2	X			
Evaluation		2				1	2	X			
Religion				4		1	4		X		
Remedial		2				1	2		X		
Coordination				4		1	4	X			
Public Infor			3			1	3		X		
Group Guid	1					1	1			X	
Foreign St				4		1	4		X		
Veterans				4		1	4	X			
Totals						43	133				

172 to 215 Complete
43 to 171 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution 1 Respondent Dean of the College

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling				3			4	12	X			
Orientation					4		4	16	X			
Placement				3			4	12	X			
Activities					4		3	12		X		
Admissions				3			3	9	X			
Health		1					3	3			X	
Financial Aid					4		3	12	X			
Records				3			2	6	X			
Housing							2					
Testing				3			2	6	X			
Foods							1					
Occupations			2				1	2		X		
Conduct					4		1	4	X			
Follow-up			2				1	2		X		
Research			2				1	2		X		
Evaluation		1					1	1			X	
Religion		1					1	1			X	
Remedial				3			1	3	X			
Coordination					4		1	4	X			
Public Infor				3			1	3	X			
Group Guid			2				1	2	X			
Foreign St		1					1	1			X	
Veterans				3			1	3	X			
	Totals						43	116				

160 ~~172~~ to 215 Complete
43 to ~~171~~ 159 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution 2 Respondent Counselor

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling					4		4	16	X			
Orientation				3			4	12	X			
Placement				3			4	12	X			
Activities				3			3	9		X		
Admissions					4		3	12	X			
Health		1					3	3			X	
Financial Aid				3			3	9		X		
Records					4		2	8	X			
Housing							2					
Testing			2				2	4	X			
Foods							1					
Occupations				3			1	3	X			
Conduct				3			1	3		X		
Follow-up		1					1	1			X	
Research		1					1	1			X	
Evaluation		1					1	1			X	
Religion		1					1	1			X	
Remedial		1					1	1			X	
Coordination				3			1	3	X			
Public Infor				3			1	3		X		
Group Guid		1					1	1			X	
Foreign St				3			1	3	X			
Veterans					4		1	4	X			
	Totals						43	110				

160 ~~172~~ to 215 Complete
43 to ~~171~~ 159 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution 3 Respondent Dean of the College

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling				3			4	12	X			
Orientation					4		4	16	X			
Placement		1					4	4			X	
Activities				3			3	9		X		
Admissions					4		3	12	X			
Health		1					3	3			X	
Financial Aid					4		3	12	X			
Records					4		2	8	X			
Housing							2					
Testing			2				2	4		X		
Foods							1					
Occupations		1					1	1			X	
Conduct					4		1	4	X			
Follow-up				3			1	3	X			
Research			2				1	2		X		
Evaluation		1					1	1			X	
Religion		1					1	1			X	
Remedial				3			1	3	X			
Coordination					4		1	4	X			
Public Infor				3			1	3	X			
Group Guid		1					1	1			X	
Foreign St		1					1	1			X	
Veterans				3			1	3	X			
Totals							43	107				

160 ~~172~~ to 215 Complete
43 to ~~171~~ 159 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution 4 Respondent Dean of the College

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling				3			4	12	X			
Orientation				3			4	12	X			
Placement			2				4	8			X	
Activities					4		3	12		X		
Admissions					4		3	12	X			
Health		1					3	3			X	
Financial Aid					4		3	12	X			
Records				3			2	6	X			
Housing							2					
Testing			2				2	4		X		
Foods							1					
Occupations		1					1	1			X	
Conduct					4		1	4	X			
Follow-up			2				1	2		X		
Research		1					1	1			X	
Evaluation			2				1	2			X	
Religion		1					1	1			X	
Remedial			2				1	2	X			
Coordination					4		1	4	X			
Public Infor					4		1	4		X		
Group Guid		1					1	1			X	
Foreign St		1					1	1			X	
Veterans			2				1	2		X		
	Totals						43	101				

160 ~~172~~ to 215 Complete
43 to ~~171~~ 159 Incomplete

Notes:

INTERVIEW CHECK-LIST

Institution 5 Respondent Dean of the College

SERVICE	present extent value	NO N 1	NO C 2	YES U 3	YES A 4	YES S 5	wt	score	Admin control D	Admin control A	Admin control N	remarks
Counseling				3			4	12	X			
Orientation			2				4	8	X			
Placement		1					4	4			X	
Activities		1					3	3			X	
Admissions				3			3	9	X			
Health		1					3	3			X	
Financial Aid				3			3	9	X			
Records		1					2	2			X	
Housing							2					
Testing		1					2	2			X	
Foods							1					
Occupations		1					1	1			X	
Conduct					4		1	4	X			
Follow-up			2				1	2		X		
Research		1					1	1			X	
Evaluation		1					1	1			X	
Religion		1					1	1			X	
Remedial			2				1	2		X		
Coordination			2				1	2		X		
Public Infor				3			1	3	X			
Group Guid		1					1	1			X	
Foreign St		1					1	1			X	
Veterans				3			1	3	X			
Totals							43	74				

160 ~~172~~ to 215 Complete
43 to ~~171~~ 159 Incomplete

Notes: